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ABSTRACT

Information about the utilization of Chapter 1 funds in South Carolina is presented for the years 1982-86. Tables and descriptions illustrate the impact of Chapter 1 programs and identify those projects exhibiting the greatest gains in terms of student achievement. Projects covered readiness, reading, and mathematics. The following types of data are reported for the program as a whole and for each of the specific projects at the various participating schools: (1) the increases and decreases in allocations; (2) numbers of students participating; (3) numbers and types of personnel; (4) types of services and the budgets for each; (5) achievement gains shown by norm-referenced test scores; (6) numbers of parents participating; (7) adult student ratios; (8) delivery systems; and (9) cost per student. Photographs are included. (VM)

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Chapter 1 as an Educational Resource in South Carolina

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Introduction

In 1965, Congress enacted the Elementary and Secondary Education Act (ESEA). The largest financial component of this act, Title I, was designed to provide financial assistance in order to meet the special educational needs of children who are educationally deprived and who reside in areas having high concentrations of children from low-income families. In 1981, Public Law 97-35, the Education and Consolidation Improvement Act, extended Title I type financial assistance to local educational agencies to meet the special needs of disadvantaged children and changed the Title I designation to Chapter 1 of the act. Even though Title I ESEA has been amended many times, its basic "declaration of policy," as most recently stated in Public Law 97-35 (Chapter 1), remains as follows.

> The Congress declares it to be the policy of the United States to continue to provide financial assistance to State and local educational agencies to meet the special needs of educationally deprived children, on the basis of entitlements calculated under Title I of the Elementary and Secondary Education Act of 1965 . . . Further, the Congress recognizes the special educational needs of children of low-income families, and that concentrations of such children in local educational agencies adversely affect their ability to provide educational programs which will meet the needs of such children.
>
> Section 552, Public Law 97-35

Title I/Chapter 1 has funded compensatory education services for South Carolina school children for twenty years. All children served are educationally deprived; Title I/Chapter 1 services attempt to provide the special assistance required to enable these youngsters to reach the educational achievement level appropriate for their ages.

This publication presents a summary of South Carolina's utilization of Title I/Chapter 1 funds as an educational resource for these specially identified children during the past five years, and identifies those projects exhibiting the greatest gains in terms of student achievement during FY 1986.

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Title I/Chapter 1 as an Educational Resource A State Summary

This report consists of several tables which are intended to illustrate the extent to which Title I/Chapter 1 as an educational resource has impacted on South Carolina.

State Allocation

Title I/Chapter 1 funds are distributed to each state according to a prescribed formula which is contained in the law. Basically, the funds reflect the number of low-income five- to seventeen-year-old children residing in each state at the time the latest decennial census is taken. Each school district receives its proportionate share of state funds based on the number of low-income students residing in the district according to the census.

The following chart shows the amount of Title I/Chapter 1 funds received annually by South Carolina school districts for the past five years.

1982	$52,278,631
1983	$49,713,053
1984	$47,892,499
1985	$46,953,347
1986	$49,471,134

Number of Students Participating

The intended beneficiaries of Title I/Chapter 1 are educationally deprived children who live in school attendance areas having high concentrations of low-income families. Eligible school attendance areas are identified and ranked on the basis of family income level. Those eligible school attendance areas with the highest percentages or numbers of educationally deprived children from low-income families are selected for Title I/Chapter 1 funding. Individual children within a selected school are eligible to be served on the basis of educational need. The selection of children to participate in the Title I/Chapter 1 program requires the completion of specific needs assessment activities to assure compliance with the law and to confirm that the children most in need of educational help are identified and served.

The following chart shows the number of students served by Title I/Chapter 1 for the past five years (duplicated count).

1982	97,899
1983	85,973
1984	83,660
1985	74,978
1986	78,166

Participants by Instructional Category

The chart below indicates that during the past five years more students have participated in reading activities than in any other instructional activity, with heavy emphasis also on mathematics. These facts reflect the state's continuing emphasis on the improvement of basic skills.

	1982	1983	1984	1985	1986
Prekindergarten and Kindergarten	3,041	2,618	2,071	1,484	2,767
Other—Readiness	6,501	5,536	7,960	4,403	3,391
English, Reading/English, Other Language Arts	49,836	42,828	42,117	38,597	40,513
Mathematics	36,353	33,804	31,371	28,268	30,263
Special Activities for Handicapped	2,937	950	0	0	0
Other Instructional Activities (Neglected and Delinquent, Tuitions)	93	237	141	2,226	1,232

Personnel Employed To Serve Title I/Chapter 1 Students

Summary data indicating the number of teachers, aides, and other professionals employed with Title I/Chapter 1 funds during the past five years reveal the human resources aimed at educationally deprived students and help illustrate the role of Title I/Chapter 1 funds as an educational funding source for these children in the state's 92 school districts.

Number of Professionals and Paraprofessionals Employed

(Supervisors, Counselors, Evaluation Specialists, Administrators, Clerical Aides)

1982	532
1983	471
1984	444
1985	404
1986	398

Number of Teachers Employed

1982	1,311
1983	1,152
1984	1,165
1985	1,154
1986	1,020

Number of Aides Employed

1982	1,796
1983	1,575
1984	1,396
1985	1,265
1986	1,151

Budget Funds by Type of Service*

This table illustrates budgeted funds by service category and totals for fiscal years 1982-1986. The data provided in this table indicate the extent to which the state's 92 school districts have directed Title I/Chapter 1 funds and resources toward instructional activities.

Type of Service	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986
Instructional Expenditures	$38,009,334	$36,729,521	$35,982,668	$39,393,210	$41,086,370
Supportive and Administrative Services	$ 5,411,275	$ 5,320,834	$ 5,088,895	$ 4,639,539	$ 4,753,277
Other (i.e., fixed charges, indirect costs, portable units)	$10,441,761	$ 9,751,652	$ 9,938,421	$11,368,329	$12,145,728
Total	$53,862,370**	$51,802,007**	$51,009,984**	$55,401,078**	$57,985,375**

*Data derived from the June Title I/Chapter 1 progress reports.
**Includes carry-over from previous year.

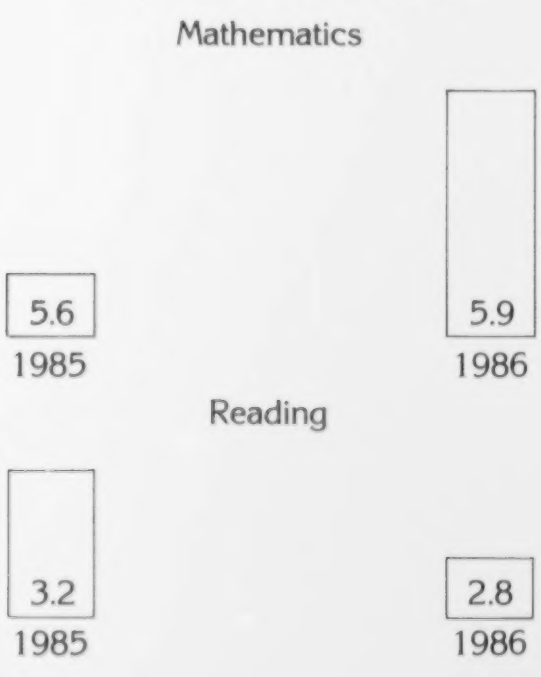
Program Effectiveness

The effectiveness of Chapter 1 reading and mathematics programs in South Carolina is judged on the basis of a norm-referenced evaluation model that was promulgated by the United States Office of Education under Title I of the Elementary and Secondary Education Act. The model uses standardized achievement test scores. Children are given a pretest before or soon after they enter a Chapter 1 program and are given a post-test toward the end of the program year. The actual post-test performance level is compared with the performance level that would be expected if the children had not received special Chapter 1 instruction.

Achievement gains are expressed in Normal Curve Equivalents (NCEs). The expected NCE gain for children in regular instructional programs is zero. Any positive NCE gain for Chapter 1 children, therefore, may be attributed to the special treatment that the Chapter 1 program provided.

The graphs shown represent the NCE gains for Chapter 1 reading and mathematics programs in South Carolina for FY 1985 and FY 1986. The Chapter 1 program continues to be an important, effective educational resource. Its impact on students is positive because it is well conceived, well administered, and serves students who are in need of special, supplementary instructional assistance.

Chapter 1 NCE Gains



Services Provided for Parents

Another view of the total Title I/Chapter 1 effort in South Carolina is reflected in the participation of parents in the projects designed for their children. This chart illustrates the number of parents involved each year over a five-year period.

1982	7,697
1983	5,683
1984	6,893
1985	7,124
1986	9,656

Exhibiting the Chapter 1 "Programs That Work"

The South Carolina Department of Education held its fifteenth annual Education Fair on February 19, 1987. Projects featuring a variety of educational programs providing solutions to critical educational needs in local school districts were exhibited. The Chapter 1 Basic Grants Section of the Office of Federal Programs selected twenty-nine Chapter 1 projects for inclusion. Each of these projects exhibited significant gains at all grade levels served. Local school district personnel who have a responsibility in the development and implementation of Chapter 1 programs, local school district administrative personnel, and members of Chapter 1 parent advisory councils were invited to view the exhibits. Nearly 1,000 visitors were provided an introduction to these "Programs That Work."

Viewing programs that work elsewhere can often provide possible answers to challenges that previously may have seemed unique. The ED FAIR exhibits provide initial exposure, plus an opportunity for each visitor to talk with personnel involved in implementation.

In order to provide greater visibility to these promising educational practices, each has been briefly described. Each description follows a similar format that offers a concise view and comparative information. In view of demonstrated effectiveness in meeting local Chapter 1 program needs, these summaries are presented in an attempt to provide a resource for ideas, to offer an array of potential solutions, and to stimulate districts to include in their planning a review of other successful Chapter 1 programs.

Readiness

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District	Chester
Activity	Readiness
Grades Served	1
NCE Gain	16.8 Reading, 17.8 Math
Students Served	190
Number of Teachers	6
Number of Aides	0
Adult-Student Ratio	1:8
Amount of Supervision	.25
Programs of In-service	4
Delivery System	Floating Teacher
Cost Per Student	$708.41

Kinds of Instructional Materials and Supplies

"Shared Book Experiences" program; Language Experience Approach; supplementary reading and math texts; follow-up basal activities; teacher-made and commercially purchased visual aids, games, and activities sheets; language arts and math manipulatives.

Program Description

First grade students who score "not ready" (87 or below) on the Cognitive Skills Assessment Battery are eligible to participate in the readiness program. Floating readiness teachers provide instruction to small groups of approximately eight students within their regular classrooms for 60 minutes of instruction each day. Thirty minutes of this time period is devoted to helping students develop reading readiness skills and thirty minutes is allotted for helping students achieve math readiness skills. Each readiness teacher works with a maximum number of 40 students.

As students master readiness skills and progress toward the acquisition of formal first grade skills, instruction is based on objectives outlined in the South Carolina Basic Skills Assessment Program. The Chapter 1 readiness teacher and the regular classroom teacher meet four times during a nine-week period to discuss student progress and plan instruction. As a result of these conferences, coordination exists between the regular classroom instruction and the supplementary and reinforcement instructional activities provided by the readiness teacher.

District	Dillon 3
Activity	Readiness
Grades Served	1
NCE Gain	20.0 Reading, 21.6 Math
Students Served	18
Number of Teachers	1
Number of Aides	1
Adult-Student Ratio	1:8
Amount of Supervision	.5
Programs of In-service	5
Delivery System	Readiness Class
Cost Per Student	$346.22

Kinds of Instructional Materials and Supplies

Macmillan Reading Series K-1; Harcourt-Brace Jovanovich Math; Randy McNally Readiness Kit; Computor Program in Reading and Math; Instructo Material; Educational Insights; Developmental Learning Materials; Educational T.V.; Media Center in School; Pathfinder Materials in Reading.

Program Description

Participants are assigned to the Readiness class for the full day. Initial instruction is provided by the classroom teacher. Follow-up and reinforcement is provided by the aide individually or in a small group setting.

The classroom teacher is responsible for each pupil's progress and the supervision of the aide.

District	Hampton 2
Activity	Readiness
Grades Served	1
NCE Gain	11.8 Reading, 20.3 Math
Students Served	18
Number of Teachers	1
Number of Aides	1
Adult-Student Ratio	1:9
Amount of Supervision	.1
Programs of In-service	5
Delivery System	Readiness Class
Cost Per Student	$1,076.00

Kinds of Instructional Materials and Supplies

Teacher-made materials and games, Animal Crackers Kit (Ginn), Aims Comprehension Kits A & B, Aims Mathematics Kits A & B, Aims Pre-Reading Kit, T & T Book, Reading Laboratory Developmental Kit (SRA), Developing Pre-Reading Skills (Holt), DMP Mathematics Kit, Step by Step Mathematics Kit A, Step by Step Language Skills Kits A & B, Troll Picture Dictionary, Bill Martin Instant Reading Books and Cassettes, Holt Reading textbooks (Levels 3-6), Charlie machines and program cards, computers with voice and regular software (reading and mathematics).

Program Description

Student in first grade who score below 88 on the CSAB are eligible for participation. The readiness program's success depends upon diagnosing students needs and then developing a well structured program to meet these needs. Once this process is complete, the students will receive initial instruction by the teacher. The aide will assist, monitor and reinforce the teacher's lesson. When further needs are recognized after evaluation, students are then grouped according to these needs, and are allowed to progress at their pace. Students must master a pre-set number of reading and mathematics skills before moving on to another reading or mathematics skill.

District	Richland 1
Activity	Readiness
Grades Served	1
NCE Gain	16.5 Reading, 21.3 Math
Students Served	590
Number of Teachers	19.5
Number of Aides	0
Adult-Student Ratio	1:6
Amount of Supervision	1.2
Programs of In-service	8
Delivery System	Floating Teacher
Cost Per Student	$831.00

Kinds of Instructional Materials and Supplies

Readiness kits, games, puzzles, beginning-to-read books, manipulatives, teacher-made materials, construction paper, manila folders, poster board, large brown envelopes, yarn, magic markers, glue, laminating film.

Program Description

The program provides an extended period of readiness, followed by supplementary instruction in reading and math to eligible first graders. Floating readiness teachers work with small groups of 2-6 students within their regular classrooms for a minimum of 25-30 minutes each day. Each readiness teacher works with a maximum of 30 students. Manipulative instructional materials, many of which are teacher-made, provide concrete, hands-on learning experiences for students. Bi-weekly conferences between readiness teachers and regular first grade teachers ensure a coordinated effort toward helping students master basic skills.

Reading

District	Abbeville
Activity	Middle School Reading
Grades Served	6-8
NCE Gain	7.9
Students Served	220
Number of Teachers	3
Number of Aides	3
Adult-Student Ratio	1:8
Amount of Supervision	—
Programs of In-service	17
Delivery System	Special Class
Cost Per Student	$448.99

Kinds of Instructional Materials and Supplies

Learning Unlimited Diagnostic Test; CTBS skills; BSAP skills; various teacher-made materials (diagnostic and instructional); various commercial materials; "Charlie" the teaching robot; LU individual prescription and profile, module plans, strand booklets, mastery tests.

Program Description

An instructional level is determined by use of CTBS results and teacher judgment. The Learning Unlimited diagnostic test is administered and the prescripton generated is the core of the learner's instructional program. The student works through the prescription as independently as possible. Help is readily available. Mastery is required at each level (the LU mastery test is usually used). Emphasis is on basic skills but application of skills, recreational reading and creative activities are an integral part of the program.

District	Anderson 5
Activity	Reading Special
Grades Served	1-5
NCE Gain	5.7
Students Served	360
Number of Teachers	9
Number of Aides	—
Adult-Student Ratio	1:40
Amount of Supervision	.60
Programs of In-service	14
Delivery System	Special Class
Cost Per Student	$675.00

Kinds of Instructional Materials and Supplies

SRA Reading Laboratory, Barnell-Loft Specific Skills, Barnell-Loft Multi Skills, *Comprehension We Use* books, *Vocabulary and Comprehension* practice books, *New Practice Readers*, First Reader Treasure Chests, Apple IIe computers, Language Master, commercial and teacher-made manipulative materials.

Program Description

Students attend the special class by reading achievement levels and are grouped within the class according to skill needs. Using supplemental materials not available to the classroom teacher, Chapter 1 teachers provide activities designed to meet the skill needs and learning styles of the participants.

District	Bamberg 2
Activity	Middle School Reading
Grades Served	6-8
NCE Gain	7.4
Students Served	60
Number of Teachers	1
Number of Aides	1
Adult-Student Ratio	1:5
Amount of Supervision	.2
Programs of In-service	5
Delivery System	Special Class Laboratory
Cost Per Student	$859.00

Kinds of Instructional Materials and Supplies

Apple IIe computer and software, Ed Design—Raising Your Reading Test Score, Scholastic—Clues for Better Reading Kit II, Scholastic—Three I's, Scholastic—100 Best Books, Ed Insight—Reading for Comprehension, Barnell-Loft—Specific Skills, SRA—Reading Lab, MacMillan Reading Series, Scott Foresman Reading Series—Read-Study-Think, Scoring High in Reading.

Program Description

The program goals and objectives of the Chapter 1 reading activity are consistent with the overall goals and objectives of this school district and are drawn primarily from the district's plan and curriculum guide developed to meet the requirements of the Basic Skills Assessment Program.

The reading activity consists of small groups and individual instructional activities. The teacher is responsible for initiating all instruction and follow-up is done by an aide. Emphasis is placed on drill motivational activities, accomplished through motivational A-V equipment and computer assisted instruction in a laboratory setting. This is provided in addition to the students' regular reading instruction.

District	Dillon 2
Activity	Reading Concentrated
Grades Served	4-6
NCE Gain	7.2
Students Served	180
Number of Teachers	3
Number of Aides	3
Adult-Student Ratio	1:10
Amount of Supervision	.25
Programs of In-service	32
Delivery System	Pull-out (Lab)
Cost Per Student	$998.73

Kinds of Instructional Materials and Supplies

Apple IIe computers Prescription Learning, Hoffman Reading System, Rainbow Computerized Instructional Aid, CTB/McGraw-Hill Basis Kits, Dukane Response AV Matic Projector, teacher made manipulatives and aides.

Program Description

The Dillon District Two, Chapter 1 Reading Program for grades 4, 5, and 6 addresses each student's specific skill needs utilizing daily task "prescriptions" identified through hands-on testing using an Apple IIe computer. This information along with Chapter 1 and classroom teacher consultations, and constant monitoring of students' daily work allows our students maximum instructional time on the skill tasks that they need. As each student works through his prescription using a variety of multisensory materials and equipment a teacher or aide provides positive reinforcement, assistance and encouragement. This student oriented classroom system enhanced by student-appealing motivational programs (Chapter 1 Will Triumph) coupled with determined and caring teachers is a sure formula for success.

District	Dorchester 2
Activity	English-Reading
Grades Served	1-6
NCE Gain	2.7
Students Served	650
Number of Teachers	13
Number of Aides	—
Adult-Student Ratio	1:10
Amount of Supervision	13.0
Programs of In-service	—
Delivery System	Alternate
Cost Per Student	$712.00

Kinds of Instructional Materials and Supplies

Houghton-Mifflin (basal text), Economy (basal text), S. C. Word List, S. C. BSAP Subskills, SRA Reading Lab, Barnell Loft, Random House Reading Program, PRI-McGraw/Hill, Apple IIe computers, Hartley software, Learning Well software, Merrill phonics.

Program Description

The goals and objectives of the Chapter 1 reading program are based on our district curriculum guide, BSAP, and the scope and sequence of the Houghton Mifflin and Economy reading series.

The class organizational approach is alternate class in that the reading instruction fulfills the time requirements established by the *DMP*. Classes are held in a special designated reading classroom.

The nucleus of this approach is the basal reading series and includes the district curriculum guide and BSAP objectives. A wide variety of materials as well as audio-visual equipment is being used in these classes.

Several instructional methods are being used in our Chapter 1 classrooms. Teachers use directed teaching activities, large group instruction, small group instruction, independent study and tutoring.

Chapter 1 and language arts teachers share all available data taken from diagnostic and achievement tests, as well as all other surveys and inventories, and use the results to develop a good assessment of the students' needs.

District	Edgefield
Activity	Reading
Grades Served	2-8
NCE Gain	4.2
Students Served	270
Number of Teachers	4.5
Number of Aides	8
Adult-Student Ratio	1:5
Amount of Supervision	.5
Programs of In-service	8
Delivery System	Laboratory Limited Pull-Out Project
Cost Per Student	$1,146.23

Kinds of Instructional Materials and Supplies

Prescription Learning software and materials, Random House Scoring High in Reading, Rainbow Learning Arcade materials, Hoffman Instructional Program, Barnell Loft Specific/Multiple Skills, Random House Tutorial Reading, McCall-Crabbs Standard Test Lessons in Reading, Key Concepts in Comprehension, System 80 Reading Materials, Other computer software.

Program Description

The Edgefield County Chapter 1 reading program is a limited pull-out project serving grades 2-8 in five schools. In addition to the Chapter 1 program, students receive reading instruction from the regular classroom teacher.

After diagnostic testing, a prescription is generated through a computerized classroom management system (Prescription Learning) for each student's specific reading skill needs. As each student works through his prescription, he uses a variety of materials, activities, and equipment to increase his skill competency. Four skills are included on each prescription. The skill center teacher changes the skill continuum as mastery occurs.

The instructional methods are as follows: small group, large school, and individual, as well as computer assisted instruction.

A well equipped laboratory setting, motivational techniques, and time on task, coupled with qualified and caring teacher-aide teams insures success for students.

District	Greenville
Activity	Elementary Language Arts
Grades Served	3-5
NCE Gain	4.4
Students Served	120
Number of Teachers	—
Number of Aides	6.0
Adult-Student Ratio	1:4
Amount of Supervision	2
Programs of In-service	4
Delivery System	Floating Aide
Cost Per Student	$442.00

Kinds of Instructional Materials and Supplies

Instructional materials and supplies include: basal readers, workbooks, computers, computer software, Greenville County curriculum guide, manipulatives, tapes, reading, writing, and other language arts kits.

Program Description

The elementary language arts program is a floating aide program. The aide works in the classroom under the direct supervision of the teacher. Small group instruction, independent study and tutoring are the instructional methods utilized. Computer and computer software are also among the instruction used.

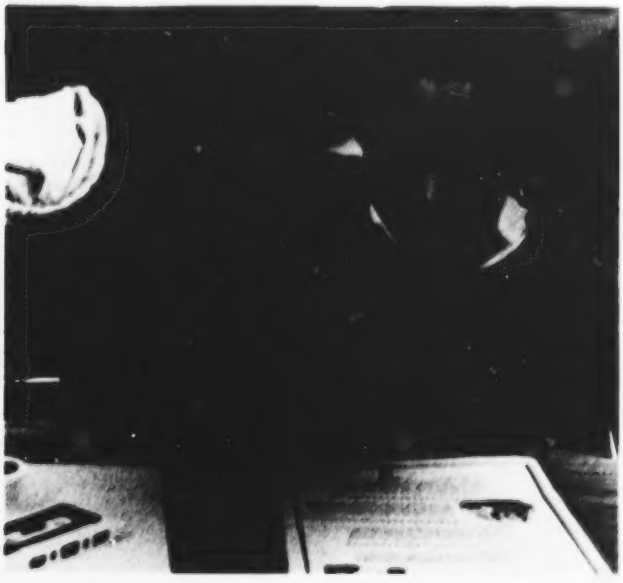
District	Greenville
Activity	Middle School Language Arts
Grades Served	6-8
NCE Gain	10.4
Students Served	440
Number of Teachers	11
Number of Aides	—
Adult-Student Ratio	1:8
Amount of Supervision	.2
Programs of In-service	8
Delivery System	Alternate Laboratory
Cost Per Student	$652.00

Kinds of Instructional Materials and Supplies

Instructional materials and supplies include: basal readers, individual prescriptions written on instructional levels, SRA diagnostic kit, Greenville County curriculum guide, computer based learning centers, computer software, audio cassettes, filmstrips, workbooks, trade-books, magazines, newspapers, and reading kits.

Program Description

The middle school language arts program is a lab based activity. It seeks to instruct students in the language arts with an emphasis on reading and writing. Individual prescriptions are created according to results of diagnostic tests, BSAP and CTBS results and teacher judgement. Prescriptions are written on the student's instructional level. Since the lab is an alternate program, the basal reader is utilized. In addition, computers, manipulatives, and a variety of other instructional materials are available. Directed teaching, large group and small group instruction, independent study and peer tutoring are among the instructional methods used.



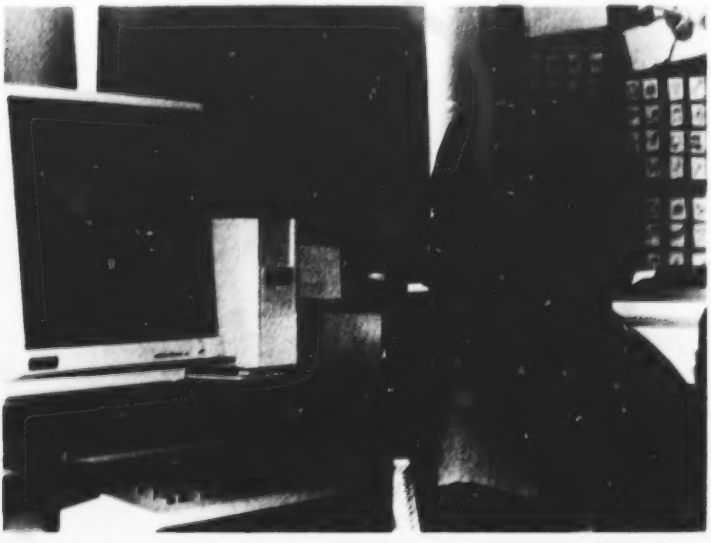
District	Lee
Activity	Reading
Grades Served	2-6
NCE Gain	6.3
Students Served	495
Number of Teachers	5.5
Number of Aides	5.5
Adult-Student Ratio	1:7
Amount of Supervision	.4
Programs of In-service	16
Delivery System	Special Class
Cost Per Student	$470.00

Kinds of Instructional Materials and Supplies

Reading basal materials from district adoption, Hoffman reading units and viewers, computer drill programs, instructional games, teacher-made drill materials, tape recorder listening programs, trade paperbacks for independent reading, newspaper and student magazine subscriptions.

Program Description

The activity's specific objectives include remediation in vocabulary, word attack, comprehension, and appreciation skills while the DMP teacher provides regular reading instruction in grades 1-6. Students are generally assigned to the Chapter 1 classes by grade level where they are then grouped for instruction by the project teacher and reinforcement by the instructional aide.



District	Lexington 5
Activity	Reading
Grades Served	1-6
NCE Gain	3.8
Students Served	398
Number of Teachers	7
Number of Aides	0
Adult-Student Ratio	1:5
Amount of Supervision	.2
Programs of In-service	1
Delivery System	Special Class
Cost Per Student	$587.81

Kinds of Instructional Materials and Supplies

Materials are selected for multimodality learning styles. Common materials are: use of basic reader, one Apple computer per class, Minnesota Eductional Computing Corporation (MECC) Software for Reading, prescription learning, children's literature, wide variety of reading games and skill development programs, Barnell Loft Ltd. Specific Skills Series, SRA School House, materials for Language Master, the Charlie program and the Rainbow programs.

Program Description

1. The continuum of skills presented in district curriculum guides and the South Carolina State Basic Skills Objectives are used as the basis for instruction in the reading and math labs.
2. The teachers assigned to compensatory activities confer with the students' regular classroom teachers regarding the skills being taught in the regular class. The compensatory teachers provide reinforcement activities for the regular classroom programs.
3. Students are groups within the class according to grade level and common skill needs. The groups are temporary and change as students master skills.
4. Each compensatory reading teacher has ten 30-minute classes with an average of five (5) students per class.
5. Compensatory teachers meet with the parents of students as well as communicate frequently with parents through informal notes and telephone calls.

District	Oconee
Activity	Elementary Reading Special
Grades Served	1-6
NCE Gain	4.9
Students Served	370
Number of Teachers	7
Number of Aides	7
Adult-Student Ratio	1:6
Amount of Supervision	.4
Programs of In-service	8
Delivery System	Special Class
Cost Per Student	$574.31

Kinds of Instructional Materials and Supplies

Supplementary Reading and Writing Materials
- Keytext (Economy)
- Spotlight on Writing
- Skillbooks (Merrill, Steck-Vaughn, Barnell-Loft)
- Take-home readers
- Games for specific objectives
- Records and tapes for comprehension

Programs
- Audio Reading Progress Lab
- Bill Martin Read-Alongs
- Charlie
- Clues
- Prescription learning
- System 80

Kits
- BFA
- Power Reading
- SRA

Program Description

The Classroom Reading Diagnosis System (The Education Center, Greensboro, NC 27408) and teacher-made tests are used to design an IEP for each pupil. The Chapter 1 teachers uses the Keytext Basal and additional supplementary materials to reinforce Houghton Mifflin skills. Computer-assisted learning labs are in place in three of the schools. A checklist is maintained for the BSAP objectives. Take-home readers are used by pupils for additional practice. Each month a calendar of activities is sent home for the child and parent to enjoy together.

District	Orangeburg 1
Activity	Elementary Reading
Grades Served	1-8
NCE Gain	3.9
Students Served	187
Number of Teachers	4
Number of Aides	3
Adult-Student Ratio	1:7
Amount of Supervision	—
Programs of In-service	14
Delivery System	Alternate
Cost Per Student	$823.12

Kinds of Instructional Materials and Supplies

The materials used in the activity include the district curriculum guide, Heath, Macmillan and Scott Foresman Series, Charlie, Random House Achievement Program, Steck-Vaughn Critical Thinking and Comprehension Skills, computer programs, and commercial and teacher-made activity sheets for drill and reinforcement.

Program Description

Teacher judgement and CTBS total reading scores are used in selecting Chapter 1 participants and in determining instructional levels. Goals and objectives are based on the district curriculum guide which stresses the teaching of basic skills as outlined in the South Carolina Basic Skills Assessment Program and the CTBS Class Management Guide. Diagnostic tests, commercial and teacher-made, are administered at the beginning of the school year to update student record sheets.

Students receive initial instruction as a group. Follow-up activities are provided for smaller groups and/or individuals. Teaching aides assist with reinforcement activities and computer-assisted instruction.

Students are evaluated on a daily basis using a variety of techniques. Activity evaluation is done on a spring-to-spring testing cycle using CTBS total reading scores.

District	Pickens
Activity	English-Reading
Grades Served	1-4
NCE Gain	6.3
Students Served	351
Number of Teachers	9.5
Number of Aides	—
Adult-Student Ratio	1:5
Amount of Supervision	—
Programs of In-service	13
Delivery System	Special Class
Cost Per Student	$862.93

Kinds of Instructional Materials and Supplies

Barnell-Loft, Understanding What We Read kits (Nystrom), Readers Digest Skill Builders, Troll Courseware Learning Centers, dictionaries, supplementary materials to Houghton-Mifflin reading series, scholastic materials, Arista PREP kits, teacher-made supplementary reading materials.

Program Description

The Chapter 1 reading activity in Pickens County serves students in grade 1-4 in seven elementary schools. A maximum of 40 students per students per teacher per day receive an average of 30 minutes of supplemental reading instruction from the Chapter 1 teachers. The students also receive the DMP required reading instruction from the regular classroom teacher.

Selection is based on CTBS test scores and teacher judgement of achievement. Groupings are based on various diagnostic tests results. These diagnostic tests are also used to develop the student's Individualized Educational Plan (IEP). Various supplementary materials are used to help eliminate student skill weaknesses.

Parent-teacher conferences are held at the beginning of school to develop the IEP and at other times throughout the year. Chapter 1 teachers consult regularly with the student's classroom teacher to assess the student's progress. Annual assessment of student progress is accomplished using the reading score of the CTBS at all grade levels.

District	Richland 1
Activity	Elementary Reading
Grades Served	2-5
NCE Gain	2.3
Students Served	1,327
Number of Teachers	25
Number of Aides	25
Adult-Student Ratio	1:6
Amount of Supervision	1.2
Programs of In-service	9
Delivery System	Extended pull-out
Cost Per Student	$793.00

Kinds of Instructional Materials and Supplies

A variety of materials are used to implement this activity. Parent-child pads and skill pads (supplementary materials for the D. C. Heath Basal Series) are used to coordinate the Chapter 1 program and the district basal reading series. Materials emphasizing specific reading skills are used. These materials include workbooks, duplicating masters, cassette learning packages, computer programs, games, and manipulatives. A classroom library of paperback books is maintained to encourage independent reading.

Program Description

Students receive instruction in the Chapter 1 reading center for 40-50 minutes each day. This instruction supplements the teaching provided by the regular reading teacher. Each reading center is staffed by a teacher and an aide who works with approximately 11 students during the class period. The center serves 55 students daily. Diagnostic and mastery tests, specifically designed for the objectives on the district reading skills continuum, are used. A computerized management system scores the tests and generates individual and group reports. Students are involved in small group and individual instruction based on the diagnosed skill needs. Supplementary basal materials are also used to foster coordination with the district basal reading program.

Math

District	Anderson 2
Activity	Elementary Math
Grades Served	2-6
NCE Gain	9.6
Students Served	300
Number of Teachers	—
Number of Aides	12
Adult-Student Ratio	1:5
Amount of Supervision	.7
Programs of In-service	5
Delivery System	Floating Aide
Cost Per Student	$502.00

Kinds of Instructional Materials and Supplies

Silver Burdette Basal Math Series; Apple Computer Software; Rainbow Spectra Programs; Scoring High Test Booklets; Games, Manipulatives, Filmstrips; Britannica Study Skills Kits; Motivational Stickers and Awards; U-Sail Math Resource Kits; Math Capsules Diagnostic & Maintenance Tests.

Equipment includes: Apple IIe computers, hand-held calculators and digitors, Rainbow electronic machines.

Program Description

The Anderson 2 Chapter 1 math program provides additional assistance in mathematics instruction for the identified students by assigning aides to work directly with and under the immediate supervision of the teacher. Participants remain in the classroom and receive initial instruction from the teacher and follow-up instruction, drill, review, and tutoring from the aide. Diagnostic tests and a study of the available BSAP and CTBS test data identify needs. Instruction is based on the basal text, BSAP and CTBS objectives, and the use of computers. The district math card is used in skills management. Parents are involved in a monthly lending library which gives them an opportunity to check out math games and materials to enhance the home-school environment. Success is achieved by genuinely concerned aides working directly with dedicated teachers who work closely with parents for the benefit of each student.

District	Anderson 5
Activity	Individualized Math
Grades Served	3-5
NCE Gain	11.8
Students Served	207
Number of Teachers	6
Number of Aides	NA
Adult-Student Ratio	1:35
Amount of Supervision	.60
Programs of In-service	10
Delivery System	Alternate Class
Cost Per Student	$700.00

Kinds of Instructional Materials and Supplies

Harper & Row Mathematics Basal Math Series; IMS, Spotlight on Math, Versa Tiles; commercial/teacher made manipulatives and aides; Classmate 88; Apple IIe computers and imagewriters; SRA Computer Drill and Instruction: Mathematics.

Program Description

Students attend the alternate class for 50 minutes daily where the Chapter 1 teacher provides each student's total math program using directed teaching activities, large group instruction, small group instruction and tutoring. The district's elementary mathematics guide is the basis for Chapter 1 instruction. A comprehensive checklist of skills mastery is maintained for each Chapter 1 participant. Criterion-referenced level mastery tests and strand pre and posttests accompanying the guide provide a means of placement as well as assessment of student progress at regular intervals. The district adopted basal series, *Harper & Row Mathematics, Spotlight on Math*, and the IMS materials used in this program have been correlated to the district's continuum of skills. Each Chapter 1 math class provides diagnosis, a core instructjion program, comprehensive individual and program evaluation, and ongoing parent involvement. Much emphasis is placed on individual teaching and learning styles.

District	Bamberg 2
Activity	Middle School Mathematics
Grades Served	6-8
NCE Gain	13.0
Students Served	45
Number of Teachers	1
Number of Aides	1
Adult-Student Ratio	1:5
Amount of Supervision	.2
Programs of In-service	5
Delivery System	Special Class Laboratory
Cost Per Student	$841.00

Kinds of Instructional Materials and Supplies

Apple II computer, software disks, record player, flash cards, HBJ workbooks, protractors and rulers, math games, filmstrip projector and filmstrips, Scoring High in Math.

Program Description

The program goals and objectives of the Chapter 1 math activity are consistent with the overall goals and objectives of this school district and are drawn primarily from the district's plan and curriculum guide developed to meet the requirements of the Basic Skills Assessment Program.

The math activity consists of small groups and individual instructional activities. The teacher is responsible for initiating all instruction and follow-up is done by an aide. Emphasis is placed on drill and motivational activities, accomplished through motivational A-V equipment and computer assisted instruction in a laboratory setting. This is provided in addition to students' regular math instruction.

District	Clarendon 1
Activity	Elementary Math
Grades Served	1-5
NCE Gain	10.3
Students Served	114
Number of Teachers	2
Number of Aides	2
Adult-Student Ratio	1:6
Amount of Supervision	.2
Programs of In-service	4
Delivery System	Alternate Class Lab
Cost Per Student	$483.00

Kinds of Instructional Materials and Supplies

EDL program components are correlated with scope and sequence of Harper Row Basal Program.

Materials used include: EDL, Wit Kit A, B, and C, hands-on materials, Math Path A cassette and filmstrip, Math Path B cassette and filmstrip, Math Path C cassette and filmstrip, Skill Drill filmstrip A, B, and C, Feat Sheet and Project U worksheet, Compu cards.

Program Description

EDL program components including Wit Kit, Math Path, Skill Drill Filmstrips, and Feat Sheets are correlated with objectives on scope and sequence of Harper Row Basal Program. Commercially-prepared and teacher-aide made materials are used to meet identified needs and reinforce math skills.

Participants are selected according to Criteria 1 and 3 of the South Carolina Department of Education guidelines. Activity serves most needy students in grades 1-5, and provides additional personnel, equipment, and materials. One teacher and one aide serve 12 students per 50-minutes period in each structured math lab.

EDL placement tests identify individual skill needs. The teacher provides instruction and introduces new skills. Aides assist with follow-up and reinforcement. Parents are involved in student's progress which is monitored daily.

District	Edgefield
Activity	Math
Grades Served	2-8
NCE Gain	10.6
Students Served	198
Number of Teachers	4.5
Number of Aides	2
Adult-Student Ratio	1:5
Amount of Supervision	.5
Programs of In-service	4
Delivery System	Laboratory Limited Pull-Out
Cost Per Student	$1,110.94

Kinds of Instructional Materials and Supplies

Prescription Learning software and materials, Rainbow Learning Arcade materials, Hoffman Instructional Program, Milliken Math Sequences, Random House Scoring High in Math, Riverside Math, System 80 math materials, other computer software, games, manipulatives, aides, Speak & Math, Bamell Loft problem solving.

Program Description

The Edgefield County Chapter 1 math program is a limited pull-out project serving grades 2-8 in five schools. In addition to the Chapter 1 program, students receive math instruction from the regular classroom teacher.

After diagnostic testing, a prescription is generated through a computerized classroom management system (Prescription Learning) for each student's specific math skill needs. As each student works through his prescription, he uses a variety of materials, activities, and equipment to increase his skill competency. Four skills are included on each prescription. The skill center teacher changes the skill continuum as mastery occurs.

The instructional methods are as follows: small group, large school, and individual, as well as computer assisted instruction.

A well equipped laboratory setting, motivational techniques, and time on task, coupled with qualified and caring teacher-aide teams insures success for students.

District	Greenville
Activity	Middle School Math Lab
Grades Served	6-8
NCE Gain	8.2
Students Served	400
Number of Teachers	100
Number of Aides	—
Adult-Student Ratio	1:8
Amount of Supervision	.2
Programs of In-service	10
Delivery System	Alternate Laboratory
Cost Per Student	$708.00

Kinds of Instructional Materials and Supplies

EDL materials (student response books, feat sheets, placement and evaluation tests, cassettes, and filmstrips) are the core of the program. Additional materials, both commercially prepared and teacher made, include manipulatives, textbooks, computer software, filmstrips, tapes, kits, worksheets, workbooks, and puzzles.

Program Description

The Chapter 1 mathematics laboratory teacher utilizes the EDL math system. This sytem is diagnostic and prescriptive in nature and provides individualized instruction and ongoing evaluation. The goals and objectives of the Chapter 1 mathematics laboratory program are correlated to and support the Greenville County Mathematics Curriculum Guide and support the basic skills assessment program implemented by the State Department of Education. The EDL evaluation is used to develop an individual lesson plan for each student. Periodic tests in the EDL materials and the Greenville County Mathematics Curriculum Guide monitor the students progress.

District	Lancaster
Activity	Middle-Junior High Math
Grades Served	7-9
NCE Gain	10.2
Students Served	236
Number of Teachers	3
Number of Aides	2.5
Adult-Student Ratio	1:11
Amount of Supervision	.125
Programs of In-service	5
Delivery System	Alternate
Cost Per Student	$444.19

Kinds of Instructional Materials and Supplies

Materials utilized in the Chapter 1 mathematics classes include EDL components, Learning Unlimited, basal texts and supplementary instructional kits with manipulatives.

Chapter 1 equipment consisted of but was not limited to the following: cassette players with listening centers, Apple IIe microcomputer systems with appropriate software, Dukane projectors, digitors, Rainbow systems and programmable calculators.

Program Description

Chapter 1 students were served in an alternate classroom setting with a modified math lab approach. The Chapter 1 teacher/aide teams worked with Chapter 1 students in small groups (2-8) according to student needs for one (1) fifty (50) minute period daily.

Chapter 1 activities focused on addressing of the Basic Skills Assessment Program, in combination with the scope and sequence of the basal skills hierarchy.

Instructional services were directed toward individual student needs and involved multiage grouping according to competencies and/or problem solving skills.

District	Lee
Activity	Math
Grades Served	2-6
NCE Gain	10.2
Students Served	495
Number of Teachers	5.5
Number of Aides	5.5
Adult-Student Ratio	1:7
Amount of Supervision	.4
Programs of In-service	9
Delivery System	Special Class
Cost Per Student	$450.00

Kinds of Instructional Materials and Supplies

The materials which are used in the Chapter 1 math classes include the county developed curriculum guides, the basal text supplementary materials, (Harcourt Brace Jovanavich) "Scoring High in Math" booklets, filmstrips, instructional kits, manipulatives, microcomputer software, (Prescription Learning) and cassettes. Equipment includes players, calculators, microcomputers, and overhead projectors.

A variety of commercially prepared and teacher/aide made materials is used to meet specific objectives and reinforce math skills.

Program Description

Participants for this math activity are selected as specified by the State Chapter 1 office. In the spring of each year, students in grades 2-6 who scored below the 50th percentile on the total math section of the Comprehensive Test of Basic Skills (CTBS) and those who scored below 700 on the Basic Skills Assessment Program (BSAP), combined with teacher judgement are selected as participants in the Chapter 1 program. Each student is diagnosed and placed on a continuum of math skills. Students work at their own pace on individually prescribed assignments. Various other instructional materials are used in teaching math concepts and skills in order to make learning more enjoyable. These materials provide teachers with flexibility in meeting individual needs. Students in the program are pulled from regular non-basic skills classes at the same time daily.

District	Orangeburg 2
Activity	Math
Grades Served	1-6
NCE Gain	8.8
Students Served	83
Number of Teachers	2
Number of Aides	2
Adult-Student Ratio	1:4
Amount of Supervision	—
Programs of In-service	6
Delivery System	Alternate
Cost Per Student	$910.63

Kinds of Instructional Materials and Supplies

The materials utilized in the Chapter 1 mathematics classes includes the Unified Curriculum Program/Instructional Management System, Macmillan Mathematics Series with workbooks, System 80 machines with accompanying programs, a variety of software for the Apple II-c, and II-e computers, Scoring High in Math, Spotlight on Math, Primary math kit, Beginning Metric Measurement kit and IMS. Also, a variety of commercially prepared and teacher and aide made materials are used.

Program Description

The Chapter 1 elementary mathematics activity in Orangeburg County School District No. 2 provides services for students in grades 1-6. Participants in grade one are selected on their CSAB score and all other participants are selected according to criteria 1, 3, 4 & 5 developed by the S. C. State Department of Education. Diagnostic tests are administered to each participant to detect math deficiencies. The students progress along a continuum that utilizes basic skills in math as the basis of instruction. The math activity is enhanced by the teachers and aides who facilitate and monitor the daily performance of the students. In addition to the core curriculum, other instructional materials are utilized to strengthen the diagnosed deficiencies. Participants receive 45 minutes of instruction per day from the Chapter 1 math teacher.

District	Orangeburg 3
Activity	Middle School Math
Grades Served	4-6
NCE Gain	10.2
Students Served	119
Number of Teachers	1.7
Number of Aides	1.7
Adult-Student Ratio	1:7
Amount of Supervision	.4
Programs of In-service	10
Delivery System	Special Class
Cost Per Student	$800.00

Kinds of Instructional Materials and Supplies

Scoring High in Mathematics, Scoring High on the CTBS, "Charlie" the teaching robot and matching programs, diagnostic test (district), flashcards, geoboard games, duplicating masters, measuring devices, mathematics kits, drill tapes.

Program Description

Orangeburg County School District No. 3 Chapter 1 program in grades 4-6 uses an eclectic approach to mathematics instruction. All students receive instruction from the regular mathematics teachers to meet the State Defined Minimum Program requirements. In addition to instruction from the regular teachers, Chapter 1 students receive instruction for at least 30 minutes per day for five days per week from Chapter 1 paid techers and aides in a special class setting.

Teachers use a diagnostic/prescriptive approach to identify students' strengths and weaknesses. The Stanford Diagnostic Mathematics Test is administered at the beginning of the year, and a district-made diagnostic test is administered twice a year. The results of these tests are used to help prescribe appropriate tools for remediation and to group for instruction according to individual needs.

District	Orangeburg 4
Activity	Math
Grades Served	4-8
NCE Gain	13.8
Students Served	54
Number of Teachers	1
Number of Aides	1
Adult-Student Ratio	1:6
Amount of Supervision	1
Programs of In-service	6
Delivery System	Alternate Class
Cost Per Student	$448.70

Kinds of Instructional Materials and Supplies

MacMillan texts, skill drills, practice sheets, supplementary teacher-made and commercial work sheets, games, materials, and computer software.

Program Description

Students are selected for Chapter 1 class work by teacher judgement and CTBS math total scores. In their classroom they are given instruction in the skills covered in the BSAP and CTBS tests. Through a modified version of the Unified Curriculum Program/Instructional Management System developed by Dr. James Wise, they are taught or exposed to every math skill identified in the state and district curriculum plan. Parents of the students are informed of the success and/or needs of the children. The program is evaluated through end-of-the-year testing with CTBS.

District	Richland 1
Activity	Elementary Math
Grades Served	2-5
NCE Gain	8.6
Students Served	1015
Number of Teachers	19
Number of Aides	19
Adult-Student Ratio	2:11
Amount of Supervision	1.2
Programs of In-service	9
Delivery System	Extended Pull-Out
Cost Per Student	$815.00

Kinds of Instructional Materials and Supplies

Mathematics kits, learning packages, duplicating masters, base ten blocks, transparencies, filmstrips, flashcards, charts, drill tapes, computer programs, manipulatives, games, records, measuring devices, play money, geoboards, solid geometric figures, and teacher-made materials.

Program Description

Eligible students in grades 2-5 receive instruction in the Chapter 1 math center as a supplement to the instruction provided by the regular math teacher. Students work in the math center for 40-50 minutes daily. Each center is staffed by a teacher and an aide who work with approximately 11 students during the class period. The math center serves 55 students each day. PRIME, the math curriculum in District 1, is the basis for instruction. A wide variety of instructional materials, both commercial and teacher-made, are used to teacher and reinforce math concepts to individuals and small groups. A computerized management system is used to score diagnostic and mastery tests and to generate individual and group reports on the status of each child's progress. Monthly conferences between the Chapter 1 teacher and the classroom teacher are held to ensure a coordinated math program.